

Annual School Library Growth Plan

Date: 12/10/14

School Librarian: Loran Lattes

School: Whittier International School

District: BVSD

Library Mission: The mission of the Whittier International School Library is to empower students, staff, and community members to be life-long learners, informed decision-makers, users of information technologies, and enthusiastic readers.

GOAL 1	School Unified Improvement Plan Goal (UIP) Goal	Continue to improve focused, consistent school-wide writing instruction program using Lucy Caulkins while adapting to PARCC expectations.
	HESLP Target area (which area would you like to improve upon?)	Instructional Specialist for Staff and Students: Instruction Effective school librarians work with teachers to integrate and teach Colorado Academic Standard's 21st century skills and concepts.
	My SMART goal which is worded to <i>show alignment between UIP and HESL Target area</i>	Develop and co-teach a five-week Boulder History unit for all 3 rd grade students. This unit will cover topics in research and digital literacy skills. Student writing will include descriptive and informative writing and the editing portion of the writing process. Through this unit, we will target 21 st Century Learning Skills, specifically information literacy, collaboration, and self-direction, and 3 rd grade ELA Standard 3.2a "write informative/explanatory texts to examine a topic and convey ideas and information clearly" and 3.2e "with guidance and support from adults, use technology to produce and publish writing" in alignment with our UIP goal to implement the Lucy Caulkins writing program and prepare students for the PARCC exam.

SMART Goals:

☐ Specific ☐ Measurable ☐ Attainable ☐ Realistic ☐ Timely

My Strategies/Indicators for carrying out my SMART goal	I will co-plan and co-teach a five-week center based Boulder History unit with the 3rd grade team. The centers will include: 1. A librarian created Google slideshows used to access prepared multimedia information on Latino heritage in Boulder Valley. Students will be taught to access the different forms of information (primary and secondary sources) and answer provided questions citing evidence from the sources. 2. Descriptive writing on a Boulder walking field trip. We will be focusing on the editing portion of the writing process and producing a digital book in Wixie. Sentence frames and word banks will be provided as needed for ELD students using the 5 WIDA (world-class instructional design and assessment) levels. 3. Open Inquiry table: A variety of print and digital resources will be provided at this center and students will be directed to write facts and questions on sticky notes to share across classrooms. They will code their thinking. 4. Historical fact vs historical fiction. Students will read together “The Bunyans” by Audrey Wood. Then, they will each read nonfiction books about Paul Bunyan and the formation of geographical sites mentioned in “The Bunyans”. Students will discuss what they have read and share opinions and comparisons between the texts. 5. Online grid coordinate mapping games.
My Partners	This unit will be a collaborative project between three 3rd grade classroom teachers, an ELD teacher, 75 students, and myself.
My Measure(s) of Success (evidence)	I will know I’m successful when my partners and I have created the unit by backwards design, taught the unit, and witnessed students becoming more independent when using the technology portion of the centers (logging into their accounts, managing their Google Drive, locating the prepared information on the library website, creating the Wixie digital book, etc.) over the span of the unit.
Measure of success as seen by others (evidence)	Others will know I am successful when they notice, anecdotally and on formal assessments, an improvement in 3rd grade descriptive and informational writing, editing practices, and comfort in accessing and using a variety of sources.

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GOAL 2	School Unified Improvement Plan Goal (UIP) Goal	Continue to improve focused, consistent school-wide writing instruction program using Lucy Caulkins while adapting to PARCC expectations.	
	HESLP Target area (which area would you like to improve upon?)	Leadership: Curriculum Development Advisor The school librarian is an active participant in curriculum development, working in conjunction with the administration and faculty to incorporate school and district-wide instructional goals, plans, and processes	
	My SMART goal which is worded to <i>show alignment between UIP and HESL Target area</i>	Develop and sequence a K-5th grade research framework, aligned with the CAS, AASL's 21st Century Learning Skills and Whittier's International Baccalaureate (I.B.) designation. Vertical alignment of research skills is key to supporting a unified writing program at Whittier, with more focus on non-fiction reading and writing, in both the CAS and our school adopted writing program (Lucy Calkins), teachers need a continuum of standards-based skills to help guide their instructional practice and create common vocabulary across the grade levels.	
	My Strategies/Indicators for carrying out my SMART goal	Year 1 Strategies: Work with my BVSD librarian partner to create a continuum of research skills based on the CAS and AASL's 21 st Century Learning Skills. Align the continuum with the Big 6 research model and the I.B. units of study.	
	My Partners	Classroom Teachers, ELD and LLI Teachers, Whittier I.B. coordinator, and a fellow BVSD Librarian	
	My Measure(s) of Success (evidence)	when I have lead an overview of the continuum, and a training on best practices in teaching research skills to the staff (Year 2; completed by May 2015); and when I have developed a variety of formative assessments of research skills taught (Year 3; completed by May 2016). I will know I'm successful when I have created a sequenced research framework K-5th grades based on the CAS, AASL's 21st Century Learning Skills, and the Big 6 (Year 1); aligned the framework with each grade level's I.B. units of study, identified at least one unit for integration per grade level, created lesson plans collaboratively and co-taught with grade level teams (Year 2); Identify and authentically integrate all skills from the	

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		framework into each grade level's six I.B. units of study. Collaborate with each grade level to create lesson plans and co-teach as appropriate (Year 3).	
	Measure of success as seen by others (evidence)	Others will know I am successful when they observe students improved research and technology skills; when Classroom Teachers understand the skills incoming students bring; when Classroom Teachers and Interventionists collaboratively teach research lessons with the Teacher Librarian; when Teachers reference the sequenced research framework.	

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